

Exemplary District TnREppp Disproportionality Self-Assessments

Data, Policies, Practices, and Procedures Examined from the 2007-2008 School Year

FOCUS AREA 1 – Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.

OVERVIEW

District TnREppp Self-Assessments of Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts with *Disproportionate Overrepresentation*. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Native Alaskan, Asian/Pacific Islander, Black, Hispanic, and White) for all students receiving services in special education and related services and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by analysis of this data. Each district with disproportionate representation is required to conduct a self-assessment of practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education. Each self-assessment is rated by a State panel. Individual ratings are verified for reliability among the raters. District responses for each of the six focus items required in this self-assessment are evaluated and rated at one of four levels: Exemplary (4), Adequate (3), Partially Adequate (2) and Inadequate (1). The six areas of focus reviewed in the *Tennessee Rubric Evaluation of policies, practices, and procedures Self-Assessment (TnREppp SA)* are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

Districts with a rating of "Adequate" or "Exemplary" for this self-assessment meet the requirement that "the disproportionate overrepresentation is not the result of inappropriate identification". An "Exemplary" rating is awarded to those districts with self-assessments that:

1. clearly describe and provide evidence of Exemplary policies, practices, and procedures;
2. include specific improvement activities that outline strategies which target the reduction of students in the ethnic/racial group identified with disproportionate overrepresentation in special education and related services or targeted disabilities; and
3. provide extensive responses and/or evidence and documentation that ensures the Disproportionate Overrepresentation is not the result of inappropriate identification practices.

Each district self-assessment included in this document was determined to be *Exemplary* by all members of the State's Disproportionality Self-Assessment Review Panel for "Review Item 1". The disability (ies) and ethnic group(s) identified with disproportionate overrepresentation is/are listed at the top of each district's TnREppp SA. It is notable that over the past three years the strategies used and revisions implemented in district practices, policies, and/or procedures as the result of this self-assessment and the improvement plan process have been extremely effective in reducing disproportionate overrepresentation by districts that have conducted this self-assessment. Of the 27 districts identified with disproportionate overrepresentation for data reviewed in FFY 2006, 10 districts were found to be no longer disproportionate for data reviewed in FFY 2007. Additionally, 16 districts that continued to have Disproportionate Overrepresentation were successful in reducing the disproportionate overrepresentation gap.

DISTRICT REVIEW ITEM 1

Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.

4

Exemplary

There is evidence of ALL of the following:

The district:

- ☐ (1.01) identifies measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity;
- ☐ (1.02) maintains a list of tests and instruments used for the assessment;
- ☐ (1.03) collects school data, disaggregated by race and ethnicity on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility;
- ☐ (1.04) provides detailed explanation of specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students with explanation of these procedures and evidence that the tests are developed to minimize;
- ☐ (1.05) provides technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education services;
- ☐ (1.06) has developed a comprehensive testing process for identified disability requiring multiple measures, including formal testing, observation, and family/ teacher input;
- ☐ (1.07) provides ongoing training and support in the appropriate usage of the tests, and ensures availability of qualified testers for students who speak a language other than English.

School District: **Athens City**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Autism / Ethnic Group W**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <u>As of 5/18/08, 68 students had been referred for special education services. Of those, 39 were eligible for services. None of the students referred were eligible for services under the category of Autism. Eleven students were reviewed for continued eligibility or were re-evaluated. Of those eleven, only one was identified as Autistic. As of 5/29/08, the End Of Year Frequency Report indicated a total number of students with disabilities ages three to 21 within the system was 274, and the number of students diagnosed as Autistic was 10. All of this information is gleaned from the schools and maintained on the Testing-Tracking Sheets housed in the Office of Special Education at the Central Office. It is reviewed and updated routinely as new information is received. Additionally, disaggregated data by disability and race/ ethnicity is kept on the Report of Children with Disabilities Receiving Special Education.</u> 1.02 List of tests/ instruments <u>CTONI; KABC-2; DAS-2; UNIT; NAAT; Adaptive Behavior Scale; Autism Diagnostic Observation; BASC; Childhood Autism Rating Scale; Conner's; Stanford-Binet V; WISC-IV; WJIII (IQ and Achievement); CELLA; TCAP;</u>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>When conducting an evaluation of any student, a variety of assessment tools and strategies are used to obtain relevant information. No single procedure or test is used in determining the student's eligibility for special education services or in planning an appropriate educational program. Students are tested using multiple measures including formal testing, observation, and diagnosis from medical professionals, reports from school psychologists, and family / teacher input. Non-verbal and culturally fair tests are used to assess students for whom language factors appear to limit performance.</u>	
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>During the 2007-2008 school year, technical assistance and professional development was provided for individuals servicing students diagnosed with Autism. The sessions included: The Three "Rs" of Autism July 13-14, 2007; TRIAD- Unlocking Autism September 6, 2007; Practical Strategies for Working with Students with Asperger's Autism October 17, 2007; Special Education Conferent, Feb. 27-29, 2008; Autism Workshop March 13, 2008; Accessibility Options for Math March 8, 2008; Play Therapy and Beyond April 16, 2008; American School Counselor Association Conference June 6-7, 2008.</u>	
	1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008	

school year. _____ Are qualified evaluation specialists for students who speak a language other than English available? ☒ Yes ☐ No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. The process for identifying a student who is an English language learner suspected to have a disability is the same as for any other student within Athens City Schools. The system follows the state guidelines for identification and placement of individuals with disabilities. However, if language factors appear to limit performance on assessments, any or all of the following are employed as needed: administration of the Home Language Survey, interpreters are provided and used as needed, a school psychologist who is bilingual is provided as needed. Additionally, the Athens City Schools has on staff several individuals trained to provide services for the English Language Learner who also are available to provide technical support, training, and interpretive services as needed.

Brigance; WRMT; WRAT-4; TOLD; TOWL-2; STAR reports; Curricular Benchmark and Progress Monitoring Assessments.

- 1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ethnicity. The data disaggregated by race/ethnicity is collected routinely throughout the school year and kept on the Testing-Tracking Sheets in the Central Office. The data is reviewed each time new information is received from the schools. Any noted procedural irregularities would be referred to the Supervisor of Special Education for review.
- 1.04 Documentation that demonstrates that assessment measures used comply with state requirements. The Tennessee Special Education Manual Appendix C Assessment Guidelines for English Language Learners pages 77-86 is provided for and used by all individuals involved in the assessment process. Confidential documentation regarding assessment and procedures is housed in Office of the Supervisor of Special Education.
- 1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying. Documentation of travel to/ attendance at the technical assistance and training sessions is kept in the Office of Special Education as well as the Office of the Secretary to the Director of Schools.
- 1.06 Evidence of procedures being followed as outlined in state regulations. The Tennessee Special Education Manual is provided for and used by all individuals involved in the determination of a disability for each student referred. All procedures are followed as outlined in the

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		<p><u>manual. Documentation of procedures being followed is kept in the individual special education file for each student which is housed at the home school for the student. Files, including documentation of procedures being followed, are maintained for students who do not qualify for special education services are housed at the Central Office.</u></p> <p>1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. <u>Athens City Schools has a very limited number of students requiring testing in their native language. When provided, the testing is kept in the students' special education file. Records of interpretive services are found on the individual IEP and psychological report. During the 2007-2008 school year, only ten students were tested whose native language was not English. None of those students required interpretive services or testing in their native language. Additionally, none of those students were eligible for services under the category of Autism.</u></p>
--	--	--

School District: Blount County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Mental Retardation / Ethnic Group W
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	<p align="center">Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.</p> <p>1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability (ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>see side panel under 1.04</u></p> <p>1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>Staff development is ongoing through monthly school psychologist meeting, monthly special education teachers meeting, monthly CDC teacher meetings, and meetings of the literacy leaders.</u></p> <p>1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. _____ Are qualified evaluation specialists for students who speak a language other than English available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. <u>Blount County Schools follow the assessment guidelines provided by the state for assessing ELL students. See the attached guidelines (appendix pages 51-60). In the assessment process, the following may be utilized: School psychologists are specifically trained in the use of nonverbal measures. Additionally, Blount County has staff members qualified to assess ELL students. The county consults with Maryville College to provide services and assessment of ELL students. School support team members include an ELL teacher. Interpreters are also utilized by the county when appropriate. A countywide school psychologist is trained in American sign language. Additionally, a speech and language pathologist in Blount County is</u></p>	<p>1.01 Data on # of referrals, identifications and annual reviews <u>In 2007 there were approximately 465 children referred for testing, most of these for speech and language or specific learning disability. Data regarding the number of referrals is maintained through school psychologist testing logs, EASYIEP, and via the December 1 and June 30 census data. A sample psychologist log is attached (see appendix page 2). Sample data collection can be found in the appendix (see pages 2-4).</u></p> <p>1.02 List of tests/ instruments <u>Assessments used to gather relevant information: 1) The following instruments are selected based on clinical judgment to yield the most useful relevant cognitive processing information: WISC-IV, SB-V, UNIT, TONI, DAS, CTONI, WJIII Tests of Cognitive Ability, WPPSI-III, DAYC, and BDI-II. 2) Depending on the student's reported functional difficulties an effective assessment plan will be developed which may utilize the following standardized evaluation tools: VABS-II, ABIS-II, BASC-II, DAYC, BDI-II, ADDES3) Developmental information is gathered through parent interview, developmental questioners, (see appendix pages 5-7) structured developmental interviews such as the BASC, VABS-II, and ABIS-II. In some cases it is necessary through parental release to request developmental and medical history</u></p>

trained to assess in Spanish.

from the student's physician by record request or interview.
 3) Academic information is selected based on student's age and educational difficulty. This process would include review of standardized group administered achievement testing, benchmark, teacher running record of students performance, reading curriculum based measures R-CBM such as DIBLES or AIMSWEB and indirect teacher and direct observation of a professional school staff member who does not currently provide direct instruction to the student. The Student Support Team may request individually administered academic achievement measures such as: WIAT-II, WJ-III Tests of Achievement, K-TEA-II, MBA, DAB-III, and GORT-II. If reading is the referral academic problem the CTOPP, and WJ-III Tests of cognitive ability maybe employed in order to better define the reading difficulty)
 4) BCS utilizes the current and latest version of all assessment materials in compliance with APA standards for the assessment material and use.

1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. Sample data collected is attached in the appendix (see pages 11, 50, and 89-90). The process BCS uses for determining eligibility for special education services can be found in the procedural manual provided us by the Tennessee Department of Education. After a child is screened by the school support team (a definition of the support team process is attached (see pages 9-10)) and determined to possibly have a disability, a referral form is completed by the classroom teacher. Permission to test and social history is obtained from the parent. Classroom observations are obtained from the classroom teacher. In addition a specialist, such as the guidance counselor or school psychologist, observes the child directly. Subsequently the

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		<p><u>child is tested and either found to meet the state criteria for a disability or not. Assessment documentation forms are used for all disabilities along with a written report in most cases. Finally, the eligibility team, which includes the parent and specialist, meets to determine whether the child not only meets the disability criteria but also needs special education to become successful in the regular classroom.</u></p> <p>1.04 Documentation that demonstrates that assessment measures used comply with state requirements. <u>Blount County follows the Tennessee Department of Education guidelines for identifying students with mental retardation. The state criteria includes:</u></p> <p><u>Assessment of intelligence/cognitive abilities, adaptive behaviors at school and in the home, and developmental assessment as follows:</u></p> <p><u>(1) intellectual functioning, determined by appropriate assessment of intelligence/cognitive abilities which results in significantly impaired intellectual functioning, which is two or more standard deviations below the mean, with consideration given to the standard error of measurement for the test at the 68th percent confidence level, on an individually administered, standardized measure of intelligence;</u></p> <p><u>(2) significantly impaired adaptive behavior in the home or community determined by: (a) a composite score on an individual standardized instrument to be completed with or by the child's principal caretaker which measures two standard deviations or more below the mean. Standard scores shall be used. A composite age equivalent score that represents a 50% delay based on chronological age can be used only if the instrument fails to provide a composite standard score, and (b) additional documentation, when</u></p>
--	--	--

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

appropriate, which may be obtained from systematic documented observations, impressions, developmental history by an appropriate specialist in conjunction with the principal caretaker in the home, community, residential program or institutional setting; and
(3) significantly impaired adaptive behavior in the school, daycare center, residence, or program as determined by: (a) systematic documented observations by an appropriate specialist, which compare the child with other children of his/her chronological age group.
Observations shall address age-appropriate adaptive behaviors. Adaptive behaviors to be observed in each age range include:
i. birth to 6 years – communication, self-care, social skills, and physical development; ii. 6 to 13 years – communication, self-care, social skills, home living, community use, self-direction, health and safety, functional academics, and leisure; iii. 14 to 21 years – communication, self-care, social skills, home-living, community use, self-direction, health and safety, functional academics, leisure, and work; and
(b) when appropriate, an individual standardized instrument may be completed with the principal teacher of the child. A composite score on this instrument shall measure two standard deviations or more below the mean. Standard scores shall be used. A composite age equivalent score that represents a 50% delay based on chronological age can be used only if the instrument fails to provide a composite standard score; and
(4) Assessments and interpretation of evaluation results in evaluation standards
2.a.(1), 2.a.(2), and 2.a.(3) shall take into account factors that may affect test performance, including:
(a) limited English proficiency;
(b) cultural factors;
(c) medical conditions that impact

school performance;
(d) environmental factors;
(e) communication, sensory or
motor disabilities; and (f) difficulties
in these areas cannot be the
primary reason for significantly
impaired scores on measures of
intellectual functioning, home, and
school adaptive behavior.
a. Developmental history which
indicates delays in
cognitive/intellectual abilities
(intellectual impairment) manifested
during the developmental period
(birth to 18) as documented in
background information and history
and a current demonstration of
delays present in the child's' natural
(home and school) environment.
b. Documentation, including
observation and/or assessment of
how Mental Retardation adversely
impacts the child's educational
performance in his/her learning
environment.

Samples of state forms used are
attached in the appendix (pages 12-
23).

All instruments used in Blount
County are based on the most up-
to-date measures normed on
diverse populations. Nonverbal
measures are used with language
impaired students, ELL students,
and frequently as an additional
measure with low functioning
students.

1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying.
Staff development is ongoing
through monthly special education
teacher meeting, monthly CDC
teacher meetings, and meetings of
the literacy leaders.

To ensure the appropriate usage of
tests and to maintain consistent
referral practices, the special
education department relies on in-
service training and professional
development (PD) days to review
current practices and discuss
emerging problems. Previous in-
service and PD has focused on

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

interpreting test data, support team best practices and eligibility identification. In addition, system wide school psychologists meet monthly to review current assessment practices, updated assessment tools and eligibility changes provided to us by State and Federal DOE.

Evidential documentation of training is included in the appendix (pages 1, 9-10, 24-28, 131-169).

- 1.06 Evidence of procedures being followed as outlined in state regulations.
As previously mentioned, Blount County Schools follows the state guidelines for disability determination listed on the state website. Prior to eligibility determination each school psychologist completes an Assessment Documentation Form which ensures that all components of an assessment have been addressed. Disability documentation from the state's website is attached to each psychological report and eligibility report for new referrals and re-evaluations. The documentation utilized for mental retardation used by Blount County can be found in the appendix (pages 12-23).
- 1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand.
Ongoing professional development has been provided to staff members throughout the school year. Specifically, workshops were provided for the Battelle Developmental Inventory, Traumatic Brain Injury, Aimsweb, etc. See attached (pages 1, 24-28, 32-47, and 62-83).

School District: Hardeman County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group B*
2. **Disability** *Select One / Ethnic Group Select One*
3. **Disability** *Select One / Ethnic Group Select One*

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <i>86 students were referred during 2007-2008 school year and 70 were eligible for special education services. Annual reviews were conducted on all students served under IDEA. The initial evaluation summary report is available upon request.</i>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.02 List of tests/ instruments <i>The Hardeman County Special Education department keeps an updated selection of assessment tools. These tools include cognitive measures, tests of language, adaptive scales, developmental scales, and achievement scales. A comprehensive list is available upon request.</i>
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. <i>Assessment personnel follow the standards set forth by the Tennessee Rules, Regulations, and Minimum Standards. Disability Assessment Guidebooks / Assessment Resource Packets provided by the Special Education Division of the State Dept. of Education are used as a guide. The Assessment Documentation Forms Packet has been copied. Each disability documentation sheet accompanies the eligibility sheet. Members of the assessment team make sure all standards are met for each disability considered. Disaggregated eligibility data is available via Easy IEP.</i>
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <i>In order to conduct an evaluation of any student, we use a variety of assessment tools and strategies to gather relevant functional and developmental information. The procedures are selected by the assessment team and are selected as the most appropriate for the child's assessment. No single procedure or test is used in determining the student's eligibility for special education services or in planning an appropriate educational program. Tests and evaluation materials used to assess each student are selected so as not to be discriminatory and are administered by trained and knowledgeable personnel. The selection of specific tests is based on the age and grade of the student as well as specific concerns identified by school personnel, the parent/guardian, classroom teacher(s), and the student.</i>	
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <i>Each school in the district has received extensive training by Program Specialist and Kandy Smith from SIG. The educational facilitators meet on a weekly basis for intensive training in these area they, in turn deliver inservice training to their faculties.</i>	
	1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. _____ Are qualified evaluation specialists for students who speak a language other than English available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used for assessment of	

a student who is an English language learner (ELL) who is suspected to have a disability. Hardeman County Schools has multiple culture free measures of intelligence, which include the Leiter, the DAS 2, and the CAS. For those students who do not speak nor understand English a variety of nonverbal instrument such as the UNIT and the CTONI are available. Through our ELL coordinator Mr. Cormack, interpretation for Spanish speaking students is available.

- 1.04** Documentation that demonstrates that assessment measures used comply with state requirements. Documentation sheets are used as a guide to ensure that all appropriate evaluation measures are included in the comprehensive evaluation. These sheets are provided by the State DOE. Samples of these are available upon request. Prior to the purchase of test instruments, a review is conducted to determine if the instrument has good reliability and validity.
- 1.05** Evidence of training and technical assistance for schools over-referring or inappropriately identifying. Professional Development Manual Sign-In Sheets for trainings Faculty meeting agendas
- 1.06** Evidence of procedures being followed as outlined in state regulations. See 1.03 Copies of eligibility sheets are available upon request
- 1.07** Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. During 2007-2008 school year no ELL students were referred for special education. Assessment personnel has not changed over the last four years and were trained prior to the 2007-2008 school year. NCSP continuing education documentation is available upon request.

School District: Haywood County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Mental Retardation / Ethnic Group B
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <u>40 School Day Documentation</u>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.02 List of tests/ instruments <u>Haywood County Special Education Test Selection List</u>
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. <u>TCAP TCSPP documentation, and the End of Year Report (Easy Census)</u>
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. _____	1.04 Documentation that demonstrates that assessment measures used comply with state requirements. <u>Procedures in the Special Education Manual</u>
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>Professional development is provided during the summer on Differentiated Instruction and the RTI Process. Technical assistance is provided by the RTI team members throughout the school year.</u>	1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying. <u>Haywood County Schools Professional Development</u>
	1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.06 Evidence of procedures being followed as outlined in state regulations.
	1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. <u>Haywood County Assessment Personnel meets at least once a month or as needed to discuss any changes and/ or concerns in regards to any testing procedures required of any disability.</u> Are qualified evaluation specialists for students who speak a language other than English available? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. <u>Haywood County follows the procedures for assessing ELL students as specified in the Special Education Manual.</u>	1.07 Evidence of procedures being followed as outlined in state regulations. <u>Psychological Evaluation are completed using the current Disability Eligibility Standards and Evaluation Procedures including Tennessee Disability for the Functionally Delayed</u> 1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. <u>Currently, we have not had any ELL students suspected of having a disability. If so, we would follow the procedures outlined in the Special Education Manual.</u>

School District: **Loudon County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Speech and Language Impairments / Ethnic Group W**
2. Disability Other Health Impairment / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <u>Assessment Personnel are responsible for completing a monthly initial evaluation log. Initial Evaluation Tracking Logs are on file at the central office.</u> <u>During the 2007-2008 school year, the Loudon County Special Education department received and reviewed 148 new referrals for consideration of special education eligibility. Referrals were received either via the School Support Team and/or parent. Of the 148 referrals, 126 were determined to be eligible for special education services.</u> <u>During the 2007-2008 school year, 143 reevaluations were also completed. 23 of these reevaluations did not continue to meet eligibility standards. Annuals reviews were held on or before the annual IEP Review date. Case managers for each IEP Team were either the school psychologist, the special education teacher, and/or the Speech-Language Pathologist. The IEP Team discussed and reviewed the State approved re-evaluation summary packet to determine whether or not continued eligibility for special education services was appropriate or whether new assessments were needed for continued eligibility purposes.</u> 1.02 List of tests/ instruments <u>Evaluation lists and descriptions of all available assessment materials</u>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>Loudon County uses assessment instruments recommended by the State Department of Education. Multiple measures are used to ensure that selection procedures minimize bias for culturally and linguistically diverse students. Students who speak a language other than English are evaluated with the help of an interpreter or are given non-verbal assessments as deemed necessary. Personnel also attend and review the state recommended WEBEX trainings, attend the TAASE Legal Conference, and attend specific organizational conferences which periodically review and highlight changes in assessment protocols.</u>	
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>Throughout the school year, Loudon County offers and provides several professional development opportunities for administrators, general education teachers, special education teachers, paraprofessionals, and other appropriate individuals. Special education personnel attend a beginning-of-the-year in-service which highlights overall changes in special education. Throughout the school year, many other opportunities are made available to school personnel to attend outside conferences related to specific disabilities. Throughout the school year, strength training sessions are made available as a need arises or a request is made. Special education personnel share referral procedures with all school staff at scheduled faculty meetings. All referrals are required to go through the system's S-Team process and special education assessment personnel follow all state approved referral, identification, and</u>	

eligibility guidelines set forth by the State Department of Education.

1.06 Is your district following the requirements for disability determination? ☒ Yes ☐

1.07 Has your district provided ongoing training and support in the appropriate usage of tests?
☒ Yes ☐ No If yes, list or describe the training indicated above provided in the 2007-2008 school year. At the beginning of each new school year, special education personnel review testing procedures. Special education personnel offer a variety of faculty presentations and/or strength training sessions to administrators, general education personnel, support staff, and parents as the need arises. The Loudon County school system allows each school and its and staff opportunities to choose professional development activities that will meet their individual needs. All general education and special education staff members have access to attend WEB-EX trainings provided by the state, outside training conferences and seminars related to each teacher's individual needs Are qualified evaluation specialists for students who speak a language other than English available? ☒ Yes ☐ No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. If a student requires an assessment in a language other than English, Loudon County provides interpreters in the student's native language to assist in the evaluation.

are available at the central office and on the system's website under the special education department link. The assessment staff selects a battery of standardized instruments to assess individual strengths and weaknesses. Selected instruments are matched to the student's age. The Loudon County school system utilizes assessment instruments that are cultural and linguistically diverse. If assessments are needed in other languages, interpreters are used.

1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. Loudon County Schools implements several measures to assure that appropriate procedures are in place from the time a referral is received and eligibility is determined. Loudon County assessment personnel complete the state department's assessment documentation forms for the suspected disability prior to making an eligibility determination. A formal S-Team process is in place at each school in the Loudon County School System. This team is responsible for collecting all the required data that is needed throughout the referral process. Record Reviews are conducted on an annual basis. Initial and Reevaluation Data is disaggregated by race/ethnicity-- logs are on file at the central office

1.04 Documentation that demonstrates that assessment measures used comply with state requirements. Loudon County Schools uses assessment instruments recommended by the State Department of Education. A comprehensive list of measures used are on file at the central office as well as on the system's website. Previous monitoring results and record reviews indicate that appropriate measures have been in place and currently still are..

1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying.

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

Loudon County maintains a professional development notebook of all professional development opportunities provided in the system.

Individual Schools maintain a professional development log for their respective school. Teachers are responsible for documenting their own professional development as well. Trainings attended by special education personnel are maintained in a Teacher Training notebook that is on file at the central office. Special education assessment personnel review referral procedures and eligibility requirements with all school personnel.

1.06 Evidence of procedures being followed as outlined in state regulations.

Loudon County follows all requirements for disability determination as outlined by the state department. Loudon County evaluates disability determination through state-wide continuous monitoring, record reviews, peer reviews, and the members of the IEP team when determining eligibility at an IEP meeting.

1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand.

Loudon County maintains a professional development notebook of all professional development opportunities provided in the system. Individual Schools maintain a professional development log for their respective school. Teachers are responsible for documenting their own professional development as well. Training attended by special education personnel are maintained in a Teacher Training notebook that is on file at the central office.

School District: **Madison County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <i>Referral log, EASYIEP</i>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.02 List of tests/ instruments <i>WJ-III, WISC-IV, WPPSI-III, WAIS-III, SB-V, UNIT, TONI-3, Leiter-R, DAS, KABC-II, Vineland II, ABAS-2, ABES, Bayley II, DAYC, E-LAP, WIAT-II, WJ-III</i>
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	<i>Achievement, Bracken BCS-R, E-LAP</i>
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <i>Evaluation instruments are reviewed to suggest ways to reduce test bias. District in-service on ESL and multicultural differences are held periodically. Several nonverbal measures are available to use with ESL students. A team of ESL teachers are available for consultation prior to evaluation regarding appropriate measures to use and possible modifications. An examiner listed with the National Association of School Psychologists to administer tests in other languages is consulted about students prior to evaluation.</i>	1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. <i>Disaggregated data on race and gender are run on TCAP results and special education referrals. These are reviewed the SPED supervisor. Referral and eligibility procedures are routinely evaluated in staff meetings by the school psychologists.</i>
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <i>The DSAT provides technical assistance to individual schools that appear to be over-referring or have problems with the referral process. The team meets once a week at schools to review the referrals. Yearly district-wide professional development addresses the special education referral process and appropriate identification of disabilities.</i>	1.04 Documentation that demonstrates that assessment measures used comply with state requirements. <i>Test are selected in accordance with evaluation procedures in Sped Manual 2008.</i>
	1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. _____ Are qualified evaluation specialists for students who speak a language other than English available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. <i>An interpreter is used with English language learner.</i>	1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying. <i>SAT identification and referral process. School Psychologist provide technical assistance at the schools.</i> 1.06 Evidence of procedures being followed as outlined in state

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		<p>regulations. <u>Disability determination form</u></p> <p>1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. <u>School Psychologist Monthly staff meeting; TASP Training</u></p>
--	--	---

School District: Marion County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability *Speech and Language Impairments / Ethnic Group W*
2. Disability *Select One / Ethnic Group Select One*
3. Disability *Select One / Ethnic Group Select One*

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/></p> <p>1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/></p> <p>1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>Marion County uses the checklist for Environmental, Cultural, or Economic Factors Worksheet, the Home Language Survey, and has developed an Intervention Team Process for non-RTI students. We adhere to the state guidelines for the Assessment of Special Needs for Students with Limited English Proficiency.</u></p> <p>1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>Although none of our schools appear to be over-referring or inappropriately identifying students, we monitor through on site training and observation by our assessment specialists.</u></p> <p>1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/></p> <p>1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. <u>The assessment specialists review testing with any new teachers and constantly monitor assessments given them for identification of swd.</u> Are qualified evaluation specialists for students who speak a language other than English available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. <u>Our process is as stated in 1.04 above.</u></p>	<p>1.01 Data on # of referrals, identifications and annual reviews <u>Charts are kept by each assessment specialists detailing student referrals and testing.</u></p> <p>1.02 List of tests/ instruments <u>Maintained in the school psychologists office.</u></p> <p>1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. <u>IEP teams review the eligibility determination to insure adherence to state standards. School psychologists maintain data on all assessments as pertains to race/ethnicity, etc.</u></p> <p>1.04 Documentation that demonstrates that assessment measures used comply with state requirements. <u>Assessment specialist use the Assessment Documentation of Disability Standards forms recommended by SDOE</u></p> <p>1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying. <u>Assessment specialists maintain S-Team and RTI data. Training rosters are available as well as sign-in/out rosters in schools</u></p> <p>1.06 Evidence of procedures being followed as outlined in state regulations. <u>Monitoring reports, records in C.O., EASYIEP data</u></p> <p>1.07 Records of trainings and TA to test</p>

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		administrators and documentation that tests are administered in language students can understand. <u>Training is administered on an individual basis by school psychologists for new test administrators. School psych. keep calendars/appt. books of contacts. Formal trainings are documented by sign in sheets and travel/training request forms.</u>
--	--	--

School District: **Memphis City**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Autism / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <u>Mental Health Spreadsheet and forthcoming EasyIEP data base</u>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.02 List of tests/ instruments <u>See Attached</u>
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. <u>Mental Health Spreadsheet and forthcoming EasyIEP data base</u>
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>Procedures: 1) Supervising Psychologists approve and sign all reports with dx. of MR and Autism, 2) Monthly program review of all district eligibility and proportionality data, 3) Administration of non-verbal IQ test (in addition to full scale IQ test) when cultural or linguistic concerns are indicated.</u>	1.04 Documentation that demonstrates that assessment measures used comply with state requirements. <u>List of procedures and assessment measures with accompanying state recommended list and selection criteria</u>
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>1) Analyze ratio of referrals to student enrollment at all elementary schools, 2) Provide Student Support Team training to schools, 3) Provide progress monitoring training to teachers and principals</u>	1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying. <u>Professional Dev records</u>
	1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.06 Evidence of procedures being followed as outlined in state regulations.
	1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. <u>Cecil Reynold provided full day training on the BASC and Reynolds Intellectual Assessment System.</u> Are qualified evaluation specialists for students who speak a language other than English available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. <u>1) The assessment procedures are based on the students English language proficiency, 2) Trained interpreters are used to assist with the assessment and communication with parents when necessary, 3) Non-verbal tests are typically used, 4) The ELL teachers help evaluation specialists gather student performance data, 5) Evaluation Specialists receive individual</u>	1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. <u>Professional Dev records</u>

	<u>supervision on cases involving ELL students. Assessment Specialists receive training (2006-2007 school year) from the TDOE on assessment of ELL students.</u>	
--	--	--

School District: Monroe County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Speech and Language Impairments / Ethnic Group W
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the TnREppp Reviewer Guidelines and Scoring.	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <u>During the 2007-2008 school year, the Monroe County Special Education department received and reviewed 144 new referrals for consideration of special education eligibility. Most referrals came through the School Support Teams. Other referrals came directly from parental request or a doctor referral. All referrals required:</u> <u>Documentation of pre-referral interventions attempted by general education teachers</u> <u>Vision and Hearing Results</u> <u>Student Referral Form</u> <u>Standardized Test Scores</u> <u>Work Samples</u> <u>Grade Card</u> <u>Teacher observations</u> <u>Behavior and Attendance Information</u> <u>Teacher Interviews</u> <u>Medical Information</u> <u>Parental Input</u> <u>Student Interview</u> <u>In Monroe County, 144 students from general education were referred from special education evaluation during the 2007-2008 school year. This data was collected using Initial Evaluation Summary reports completed by the staff of psychologists and speech-language pathologists and end-of-the-year reports. 108</u>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>Monroe County Schools uses assessment instruments recommended by the State Department of Education. Staff members attend the recommended WEBEX trainings, TAASE Legal Conferences, and organizational conferences such as TASP, NASP, ASHA, and TASLP, which review and highlight changes in assessment protocols as needed.</u>	
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>Monroe County Schools provides numerous professional education opportunities to the special education and general education staff throughout the school year. The special education staff attends a beginning-of-the-year in-service which highlights overall changes in special education. There are also many other opportunities to attend outside conferences such as the State Special Education Conference and TAASE Legal conference on an annual basis. Various staff members also provide "in-house" training throughout the year. All referrals are required to go through the S-Team process, which assures that referrals and identification are completed according to appropriate Special Education standards.</u>	
	1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
	1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. <u>Monroe County Schools provides the faculty and staff opportunities to choose professional development activities to meet their needs. All general education and special</u>	

education staff members have access to attend WEB-EX trainings provided by the state, outside training conferences and seminars related to each teacher's individual needs Are qualified evaluation specialists for students who speak a language other than English available? ☒ Yes ☐ No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. If a student requires an assessment in a language other than English, Monroe County provides translators in the student's native language to assist in the evaluation, or obtains an independent evaluation from a professional that is fluent in the student's native tongue.

of the 144 total referrals were determined to be eligible for special education services.

Speech-Language Pathologist and special education teachers served as case managers at the IEP meetings. The IEP team reviewed the re-evaluation packet that included the following information:

Parent observations
Teachers observations
Related service provided observations
Vision and hearing results
Records Review
Parental Input
Documentation of student classroom performance

IEP team members reviewed the information and determined whether or not continued eligibility for special education services was appropriate or whether new assessment was necessary.

1.02 List of tests/ instruments
Monroe County Schools has a large inventory of psychological and speech and language assessment tools. The assessment staff selects a battery of standardized instruments to assess individual strengths and weaknesses. Selected instruments are matched to the student's age. Monroe County Schools utilizes assessment instruments that are cultural and linguistically diverse. If assessments are needed in other languages, translators are provided, or independent evaluations are obtained.

A comprehensive Psychological evaluation includes: Vision and Hearing screening, Appropriate Observations, Cognitive Functioning, Academic Achievement, Personality Assessment, Behavior Assessment, Medical Information, Adaptive Behavior, and Social

History.

A comprehensive speech and language evaluation includes the following: Parent and teacher observations, Goldman Fristoe Test of Articulation-2, oral mechanism examination, Preschool Language Scale -4, or Test of Language Development Primary or Intermediate, or Clinical Evaluation of Language Fundamentals-4. Vocabulary assessments include: Receptive One Word Picture Vocabulary Test and Expressive One-Word Picture Vocabulary Test.

Cognitive Assessments:
Wechsler Intelligence Scale for Children – 4th Edition WISC-IV
Wechsler Pre-School and Primary Scales of Intelligence -3rd Edition WPPSI-III
Wechsler Adult Intelligence Scale – 3rd Edition WAIS-III
Test of Nonverbal Intelligence – 3rd Edition TONI-3
Kauffman Assessment Battery for Children – 2nd Edition KAC-2
Differential Abilities Scale – 2nd Edition DAS-II
Developmental Assessment of Young Children DAYC
Woodcock-Johnson-III Cognitive Battery WJ-III Cog
Adaptive Behavior
Vineland Adaptive Behavior Scale VABS
Adaptive Behavior Assessment System – 2nd Edition ABAS-II
Academic Assessments:
Wechsler Individual Achievement Test – 2nd Edition WIAT-II
Gray Oral Reading Test GORT
Oral Written Language Scale OWLS
Woodcock-Johnson Tests of Achievement – 3rd Edition WJ-III Ach

Speech/Language Assessments:
Speech Goldman Fristoe Test of Articulation-2GFTA-2
Language
Clinical Evaluation of Language Fundamentals-4 CELF-4

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		<p><u>Expressive One Word Picture Vocabulary Test</u> <u>EOWPVT</u> <u>Functional Communication Profile</u> <u>FCP</u> <u>Oral and Written Language Scales OWLS</u> <u>Preschool Language Scale-4</u> <u>PLS-4</u> <u>Receptive One-Word Picture Vocabulary Test ROWPVT</u> <u>Test of Auditory Processing Skills-III TAPS-III</u> <u>Test of Language Development Primary TOLD P: 4</u> <u>Test of Language Development Intermediate TOLD I: 4</u> <u>Test of Pragmatic Language TOPL</u></p>
	1.03	<p>Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ethnicity.</p> <p><u>Monroe County Schools implement several measures to assure that appropriate procedures are used for referral and eligibility to special education. Our assessment personnel use the Disability Documentation forms, provided by the state, which provide a matrix for all of the requirements necessary for the entire evaluation process. Each assessment team member has another assessment team member review written reports to verify that appropriate certification criteria and procedures are met. Each school has a Support Team that makes sure that all necessary information is collected and documented throughout the referral process for students who are referred. Further, Monroe County conducts an end-of-the-year file review. This committee ensures that the appropriate documentation is available for screening, referral, certification, and IEP development are present. Every special education file is reviewed each year.</u></p>
	1.04	<p>Documentation that demonstrates that assessment measures used</p>

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		<p>comply with state requirements. <u>Monroe County Schools uses assessment instruments recommended by the State Department of Education. Staff members attend the recommended WEBEX trainings, TAASE Legal Conferences, and organizational conferences such as TASP, NASP, ASHA, and TASSLP, which review and highlight changes in assessment protocols as needed.</u></p> <p>1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying. <u>Monroe County also uses AIMSWEB benchmarks for reading, math, and written expression. Further, Think Link benchmarks are collected for grades 2-5. This data is collected three times a year and is used to identify "at risk" students. The S-Team also assists in reviewing each student's information to determine academic progress to determine more appropriate referral to special education.</u></p> <p>1.06 Evidence of procedures being followed as outlined in state regulations. <u>Monroe County Schools follow all requirements for disability determination as outlined by the state department. Monroe County evaluates disability determination through state-wide continuous monitoring, Cyclical Performance Review, end-of-the-year file reviews, peer reviews, and the members of the IEP team when determining eligibility at an IEP meeting.</u></p> <p>1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. <u>Web-ex conferences sponsored by the State of TN, TAASE legal conference, Annual Special Ed. Conference, TASP, NASP, TASLAP</u></p>
--	--	--

School District: **Shelby County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <u>Database for Referral Review</u>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	<u>MR Committee Record Review</u> <u>Background Information Form</u> <u>Student Referral Form</u>
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	<u>Teacher Observation Forms</u> <u>Medical Form</u> <u>Database from Powerschool</u>
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>S-Team, MR Review Committee, ELL Interpreters and Reources</u>	1.02 List of tests/ instruments <u>Wechsler Preschool and Primary Scale of Intelligence- 3rd Edition</u> <u>Bayley Scales of Infant and Toddler Development - 3rd Edition</u> <u>Wechsler Intelligence Scale for Children - 4th Edition</u>
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>System-Wide Inservice, School Level Inservice</u>	<u>Wechsler Intelligence Scale for Children - Spanish</u> <u>Wechsler Adult Intelligence Scale - 3rd Edition</u> <u>Stanford-Binet Intelligence Scale - 5th Edition</u>
	1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	<u>Reynolds Intellectual Assessment Scales</u>
	1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. <u>Special Education Staff are provided training in interpreting and providing programming based on the results of psychoeducational evaluations. Support is also provided in the interpretation of TCAP/Gateway/EOC evaluations and implications for programming for both special and general education teachers.</u> Are qualified evaluation specialists for students who speak a language other than English available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. <u>The CELLA is administered to all students who are ELL. The process assesses language proficiency and is a measure to rule out difficulties experienced as a language barrier. If the language barrier is ruled out, a student can be recommended for the S-Team.</u>	<u>Kaufman Assessment Battery- 2nd Edition</u> <u>Wechsler NonVerbal Test of Intelligence</u> <u>Leiter International Scale - 3rd Edition</u> <u>Universal Test of Nonverbal Intelligence - 3rd Edition</u> <u>Comprehensive Test of Nonverbal Intelligence</u> <u>Woodcock-Johnson Tests of Cognitive Abilities - 3rd Edition</u> <u>Woodcock-Johnson Tests of Cognitive Abilities - Spanish</u> <u>Vineland Adaptive Behavior Scales - 2nd Edition</u> <u>Adaptive Behavior Assessment</u>

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		<p><u>System - 2nd Edition</u> <u>Adaptive Behavior Evaluation Scale</u> <u>Behavior Assessment System for Children</u> <u>Conners' Rating Scales-Revised</u> <u>Gilliam Autism Rating Scale-Revised</u> <u>Gilliam Asperger Disorder Scale</u> <u>Preschool Evaluation Scale</u> <u>Developmental Assessment of Young Children</u> <u>Battelle Developmental Inventory</u> <u>Wechsler Individual Achievement Test - 2nd Edition</u> <u>Woodcock-Johnson Tests of Achievement - 3rd Edition</u> <u>Bateria III Woodcock - Munoz</u> <u>Kaufman Tests of Educational Achievement - Revised</u> <u>Peabody Individual Achievement Test - Revised</u></p>
	1.03	<p>Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ethnicity. <u>S-Team & SEAS Census Data</u> <u>MR Review Committee</u></p>
	1.04	<p>Documentation that demonstrates that assessment measures used comply with state requirements. <u>See tests listed 1.02</u> <u>SI-Team Manual</u> <u>SCS Special Education Manual</u> <u>MR Review Committee</u> <u>ELL Resources</u></p>
	1.05	<p>Evidence of training and technical assistance for schools over-referring or inappropriately identifying. <u>System-Wide & School In-Service</u> <u>ELL/ESL Training</u> <u>SI-Team Manual</u> <u>School Training</u> <u>Grade Level Training</u></p>
	1.06	<p>Evidence of procedures being followed as outlined in state regulations. <u>SCS: Special Education Manual</u> <u>Psychological Reports</u></p>
	1.07	<p>Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. <u>System-Wide Inservice</u></p>

School District: Unicoi County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Speech and Language Impairments / Ethnic Group W
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <u>Licensed Senior Psychological Examiner keeps compiled list of 40 day logs from entire year on all referrals.</u>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.02 List of tests/ instruments <u>Cognitive: WISC-IV, WAIS-III, KABC-II, TONI-3</u> <u>Functional: Vineland Adaptive Behavior Scales</u> <u>Developmental: Kaufman Assessment Battery 2nd ed., WISC-IV, BDI-II, DAYC</u> <u>Academic: WIAT-II, WJIII ACH</u> <u>Speech/Language: Goldman Fristoe, Oral and Written Language Scales, Phonemic Awareness Profile, Phonemic Awareness Inventory, TOLD-3, PLS-4, Clinical evaluation of Language Fundamentals-4, Comprehensive Assessment fo Spoken Language</u>
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>Unicoi County Schools has a comprehensive testing process that requires multiple measures that are selected based on individual student needs. All assessment materials are selected by the Senior Psychological Examiner from the State Department recommended lists. The tests are designed and selected to minimize bias for culturally and linguistically diverse students. Vendors provide statements atesting to the fact that each test has been tested for bias and is culturally neutral. Students who speak a language other than english are evaluated to the fullest extent possible using non-verbal assessments.</u>	
	1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>If we felt we had a school that needed this assistance we would make it available through professional development. At present none of our schools are over identifying students. Each summer we hold training for special education teachers on referral methods and procedures. Teachers were also briefed in school year 2007-2008 on the new eligibility standards. All decisions on eligibility determinations must be approved by the Licensed Senior Psychological Examiner as well as the Supervisor of Special Education for Unicoi County Schools.</u>	1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. <u>School S-teams compile list of students referred and all data used for review</u>
	1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. <u>Special Education teachers retreat July 2008</u> Are qualified evaluation	1.04 Documentation that demonstrates that assessment measures used comply with state requirements. <u>All tests are taken from recommended list provided by state department.</u> 1.05 Evidence of training and technical assistance for schools over-

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
 Disproportionality Overrepresentation Self- Assessment

	<p>specialists for students who speak a language other than English available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. <u>At this time, we use interpreters to assess children in their native language.</u></p>	<p>referring or inappropriately identifying. <u>Training available if needed through Supervisor of Special Education</u></p> <p>1.06 Evidence of procedures being followed as outlined in state regulations. <u>Notes from IEP meetings.</u> <u>Evaluation results and recommendations from Psy. Examiner, Screening results from Speech Language screenings</u></p> <p>1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. <u>Sign in sheet from teachers retreat and agenda for the meetings.</u></p>
--	---	--

School District: **Union City**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Specific Learning Disabilities / Ethnic Group B**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(1) Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

Review Item 1	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	1.01 Does your district identify measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.01 Data on # of referrals, identifications and annual reviews <u>Data from SEAS on file at district</u>
	1.02 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	1.02 List of tests/ instruments <u>Cognitive - Stanford Binet V,</u>
	1.03 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	<u>WISC-IV, WJIII - Cognitive, UNIT Academic - WJ III - Achievement, Gateway, TCAP, Brigance, PIAT Functional - Adaptive Behavior Scale, Autism Diagnostic</u>
	1.04 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>Since we only have 1,400 students in our whole system, we are not able to employ a full-time school psychologist. We contract with a certified school psychologist with a Ph.D. in educational psychology. He has the training and expertise that no one in our school system has. When we were first identified as having a disproportionality over-representation, our team collaborated with him to discuss the various tests he uses to ensure that all of the assessments are appropriate for culturally and linguistically diverse students. He informed the team behind the rationale of using the WJIII – Cognitive. His defense for using it is because is not so verbally loaded in situations where language has been an issue. He does have the option of administering the UNIT, which is used for linguistically-challenged students. A variety of tests are available to administer to students suspected of having a disability. Each case is reviewed individually and then the appropriate battery of tests is administered to the student to determine his/her level of functioning. The tests involve areas of academics, behavior, social adjustment, speech and language, self-help skills, and adaptive behavior. Our school psychologist determines the battery of tests to be administered based on the data from the referral since he is the only person on the assessment team who is qualified to administer tests. Also, if after administering the tests he feels it is necessary for further testing, he will consult IEP team chair and proceed with the testing. Our school psychologist chooses those tests with minimal bias for culturally and linguistically diverse students.</u> 1.05 Does your district provide technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education?	<u>Observation, BASC, Childhood Autism Rating Scale, Conner's, Gilliam Autism Rating, Vocational checklist, Reynolds Child Depression Scale, TGMD-2, Test of Visual-Motor Perception, Vineland Developmental - Battelle Developmental Inventory Scale Speech/language - CELF-4, CELF-P, EOW PVT-r, Goldman Fristoe Test of Articulation 2PPVT, PLS-3, TOLD, TOWL-2, TOPS</u> <u>Referral Data from General Education Teachers includes – Teacher observations, parental input, data from Scott Foresman Reading Pre/Post test, STAR Reading reports, Otis Lennon IQ scores for grades 3-5, Compass Learning, Brigance Readiness Inventory for kindergarten, Saxon Math Pre/Post test, SRA Pre/Post test for PreK, School Readiness Test for 1st grade, TN Review Formative and Benchmark (TFAP) test results for grades 3 – 5, Classroom Performance System (CPS) reports for grades 3 -5, after-school tutoring, and discipline reports</u>

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided. <u>Professional development was provided to the kindergarten teachers in the fall of 2007 so they could understand the difference between "readiness" and a true disability. They attended a training on language interventions that can be done in the classroom. This helped tremendously with the number of children who were referred for special education.</u></p> <p>1.06 Is your district following the requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.07 Has your district provided ongoing training and support in the appropriate usage of tests? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, list or describe the training indicated above provided in the 2007-2008 school year. <u>We do not provide the training to the school psychologist we contract with. However, he teaches a graduate level course for teachers seeking special education certification in how to select appropriate tests for and administer appropriate tests to diverse special education populations</u> Are qualified evaluation specialists for students who speak a language other than English available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used for assessment of a student who is an English language learner (ELL) who is suspected to have a disability. <u>We have not tested a student who is an English Language Learner for a disability. However, if we have to in the future, we will use instruments that are not as verbally loaded. We will also try to contract with a qualified evaluation specialist for student who do not speak English.</u></p>	<p>1.03 Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ethnicity. <u>We rely on the only person qualified to make that decision, which is the school psychologist. If a student is at-risk because of language delays, for example, we inform him of this so he can use assessments that aren't so verbally loaded.</u></p> <p>1.04 Documentation that demonstrates that assessment measures used comply with state requirements. <u>We were found to be At Standard last year when our self-assessment was reviewed. We have not changed any assessments since that time.</u></p> <p>1.05 Evidence of training and technical assistance for schools over-referring or inappropriately identifying. <u>Travel reimbursements and training certificates.</u></p> <p>1.06 Evidence of procedures being followed as outlined in state regulations. <u>State guidelines paired with our procedures</u></p> <p>1.07 Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand. <u>N/A at this time</u></p>
--	--